

Resource Walk: Oral Language Development

This activity is designed to support learning about [oral language development](#) through structured exploration of resources on the [Multilingual Learning Toolkit](#).

This activity could be done on its own or combined with this [lesson plan](#) on supporting oral language development.

In this one-hour activity, teachers:

- Learn to navigate the Multilingual Learning Toolkit
- Explore resources related to oral language development
- Share their learning with colleagues

Materials needed:

- Copies of the [Graphic Organizer](#) (see template below)
- Access to devices with Internet access for all participants

Suggested Activity

(10 min) Introduce the Multilingual Learning Toolkit & the Work of Oral Language Development

- See [Talking Points](#)

(20 min) Resource Exploration

- Ask teachers to “count off” by letters A through H.
- Teachers should begin exploring the evidence-based strategy area associated with their letter. (E.g., the Bs should begin with “4B: Ask questions in each language, including a mix of open- and closed-ended questions, to elicit talk from children.”)
- Invite teachers to explore resources labeled “Strategy Overview,” beginning in their lettered area and moving to the next lettered area as needed.
- Each teacher should pick one Strategy Overview they’re especially interested in to “give” to a colleague.
- Teachers can use the attached [Graphic Organizer](#) to capture some notes related to the resource that they would use to help a colleague understand the purpose and use of the resource.

(20 min) Resource Sharing: Give One, Get Two

- Invite each teacher to find a partner who started with a different letter.
- Then, invite pairs to share their “give one” resource with each other, using the “get two” portion of the [Graphic Organizer](#) to take notes on the resource they are receiving.
- Then, switch partners and repeat the activity so that each teacher shares the resource they explored on the site, or the resource “given” to them in the first round.
- By the end, each teacher “gets” two different resources from partners.

(10 min) Whole Group Share Out & Closing

- To close, invite teachers to debrief the activity, using the following prompts:
 - An idea I’m taking away or going to implement from today’s activity is...
 - A question or wonder I’m still thinking about is...
 - The interactive activity we just did had some features that would be particularly supportive of Multilingual Learners’ (MLs) oral language development.
 - What might some of those features be?
[Possible answers: low-stakes, one-on-one peer conversation, multiple opportunities to practice talking about the same content, speaking from prepared notes]
 - Where might strategies like these show up in your own teaching practice with MLs?
What might you adapt or modify for your teaching context?

Graphic Organizer: Give One, Get Two

Give One: Fill out the top portion of the Graphic Organizer to “give one” resource idea to your colleagues.

1. Name of resource:

This resource helps teachers support oral language development by...

Use optional prompts to prepare notes to share information about this resource to a colleague:

Implementation in the classroom might look like...

Key takeaways from this resource are...

This resource is important because...

An additional question or comment I have is...

Get Two: This space is left blank as a place to take notes when you “get two” ideas from colleagues.

2. Name of resource:

3. Name of resource:

Talking Points for Resource Walk: Oral Language Development

Part 1: Introducing the Multilingual Learning Toolkit

- Today we are going to explore a website called the Multilingual Learning Toolkit: www.multilinguallearningtoolkit.org.
- The website is a collection of resources and best practices specifically for educators who support young Multilingual Learners (MLs).
- Some are articles and videos for your learning; others are templates and teaching strategies you can use in the classroom.
- All the resources have been carefully curated by professionals in the field, and you can be confident that everything in the Toolkit is high-quality.
- The site and all of the resources are free and available to all.
- Click “sign in” at the top right, and then click “Please create an account here.”
 - Accounts are free—this will enable you to create a “Favorites Library” on the site and save resources in which you’re interested.
 - [Give teachers time to create an account.] (5 minutes)
- How the site is organized:
 - The different parts of the site are listed at the top.
 - If you click “Starter Guide” you’ll be able to read a description of some foundational principles about teaching MLs.
 - All of the resources are under “[Strategies & Resources](#)”—please click there.
 - Scroll down and you’ll see eleven different instructional topic areas. Today, we’ll focus on [#4 Oral Language Development](#)—please click there.
 - The page has a description of what oral language development is all about, followed by “Strategies in Action,” which are profiles of different teachers using strategies to support MLs’ oral language development.
 - Below that are a series of evidence-based strategies for supporting oral language development.

Part 2: Introducing Oral Language Development

- Developing MLs’ oral language skills—ideally both in English and in home languages—should be a central focus of instruction.

- When teachers provide high-quality and culturally appropriate language interactions in both languages relevant to children’s experiences, they help multilingual children develop a solid foundation in both of their languages, which will support future literacy and content learning.
- Here are some key strategies for supporting multilingual children’s oral language development:
 - Asking questions.
 - Creating opportunities for extended talk and back-and-forth exchanges.
 - Using songs, rhymes, and chants connected to content.
 - Using multiple modalities to teach common academic words and reinforcing them throughout the day.
 - Using hands-on and inquiry-based learning experiences to give language meaning and purpose.